

**APPLICATION OF THE RECIPROCAL TEACHING METHOD AND SHELTERED  
INSTRUCTION IN AN EFL CLASS AT A COLOMBIAN PUBLIC SCHOOL.**

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**LICENCIATURA EN LA ENSEÑANZA DE LA LENGUA INGLESA**

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**Trabajo de grado presentado como requisito parcial para obtener el título de  
Licenciado en la Enseñanza de la Lengua Inglesa**

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## **RESUMEN**

Este estudio está enfocado en los resultados de un proyecto de investigación que tiene como propósito analizar la viabilidad de implementación del método de enseñanza recíproca combinada con instrucciones “sheltered” en los estudiantes de Inglés como lengua extranjera, en una población estudiantil del grado séptimo de secundaria básica del sector público de la ciudad de Pereira para medir su impacto en el proceso enseñanza-aprendizaje de la lengua Inglesa.

La recolección de datos fue realizada en el campo de estudio por medio de una video grabación semanal de las sesiones de trabajo, un diario de campo y una entrevista final con cada uno de los participantes. El análisis de datos fue basado en el constante monitoreo del proceso y comparación de la información obtenida a través de los diferentes instrumentos.

Los resultados sugieren que mediante la implementación de estas metodologías, los estudiantes mejoraron sus habilidades de comprensión lectora y de expresión oral en la lengua inglesa. Finalmente, algunas implicaciones instruccionales e investigativas son incluidas.

## **Abstract**

This study is based on the results of a research project that has as purpose to analyze the viability of the Reciprocal Teaching implementation combined with sheltered instructions in EFL seventh graders students of secondary basic of the public sector in Pereira city to measure its impact in the process teaching – learning process of the English language.

The results suggest that by means of the implementation of these methodologies, the students improved their reading comprehension and oral skills in the English language. Finally, some implications, research and instructional implications are included.

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### Statement of the Problem

An interesting challenge in teaching English as a foreign language is to develop students' oral fluency. Teachers and researchers therefore, are in the need to look for strategies that help students in the process of making them able to communicate in a natural way and be more participative in their English classes, increasing as a result the student-talking time.

One of the most visible features that students bring to class is a low level of in-class participation (Tani, 2005), and one of the most interesting challenges in teaching L2 is finding ways to help students improve their oral fluency. This is especially true in countries where learners share a common mother tongue and have little or no exposure to the L2 outside the classroom (Al-Sibai, 2004). Some researchers have pointed out that one of the skills producing anxiety is speaking. (Macintyre and Gardner, 1991). Thus it would seem that in a foreign language context, speaking is definitely not easy.

According to Snell (1999), a common problem for EFL teachers is dealing with a passive class, where students are unresponsive and avoid interaction with the teacher. This is especially true when a teacher seeks interaction in a teacher-class dialogue, such as asking questions to the class as a whole, expecting at least one student to respond. Sometimes students may understand the questions and want to participate, but they do not have enough vocabulary as well as

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pronunciation, intonation, stress, etc, that give them confidence for producing responses. Similarly, very old strategies such as asking for repetition in pronunciation and asking for understanding without contextualizing the learner to the discussion, or no strategy used at all, interfere with the oral fluency development in classrooms. It is very alarming that students of English are not having enough development of their oral competence in their process.

Throughout several observations to students of fourth semester of an English teaching program that belonged to the intermediate English class, I found different kinds of problems such as; lack of vocabulary, shyness, nervousness, accuracy and fluency difficulties, evidenced through the students' low class participation and involvement. In addition, the teacher-talking time reflected in the teacher centered classes provided the students little opportunities to develop their oral language. It is for all these reasons that I want to analyze how more innovative strategies and methodologies can facilitate teachers' responsibility to help students to improve their oral skills, and in this way, to have a positive classroom experience.

### *My Study*

This study is centered on describing how the Reciprocal Teaching method and the Sheltered instruction come into conjunction to help students in their

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process of learning English as a foreign language, specifically in their reading comprehension and speaking skills.

### *Research Questions*

My study was originally guided by the following research questions:

What does the application of Reciprocal Teaching inform us about the English oral production of seventh grade EFL learners?

What types of interactional opportunities does the application of Reciprocal Teaching offer to students?

What are the students' perspectives on Reciprocal Teaching?

However, after my first attempts at applying reciprocal teaching in my instruction, my research shifted to investigate the following issues:

What changes should be made to the instructional design after realizing that inaccurate assumptions about students' knowledge of English had been made?

What does a critical revision of the instruction contribute to my own understanding of English language teaching to children?

What does the application of an adapted version of Reciprocal Teaching experienced with sheltered Instruction inform us about the English reading comprehension and oral production of Seventh grade EFL learners?

## Literature Review

The need to develop oral skills among English language learners (ELLs); and the drive to have more engaged and active learners in the classroom has encouraged teachers and researchers to look for strategies to promote more interactional discussion sessions. One challenge that teachers of ELLs often face is that not all students can communicate at the same rate, and as a result not all of them can participate during a discussion session.

One of the teaching methods that teachers are using nowadays to facilitate the communication process in the classroom is the “Communicative Language Teaching” (CLT). It is an approach to the teaching of second and foreign languages that emphasizes interaction as both, the means and the ultimate goal of learning a language. It is also referred as “communicative approach to the teaching of foreign languages” or simply the “Communicative Approach”. Hattum (2006)

In addition, the Common European Framework of Reference for languages (2001) in its second chapter says that “communicative language competences are those which empower a person to act using specifically linguistic means”. It analyses the communicative language competence comprising linguistic competence, including lexical, grammatical, phonological and syntactical skills; sociolinguistic competences, involving rules of politeness, norms governing relation between sexes, classes and social groups; and pragmatic competences, engaging

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structure, coherence and thematic organization of speech. In other words, the communicative approach is used in our own daily living experiences not only in oral, but also in written interchanges. It is an important aspect for the management of the foreign language.

According to the above definitions, the communicative approach is based on the idea that learning a language successfully comes from communicating a real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn how to use the language. For example, teachers can have their students to practice question forms by asking them to find out personal information about their classmates. In this way, the students are involved in a meaningful communication.

In words of Decker (2004), Communicative Language Teaching claims that students are in the need of implementing this methodology in order to gain confidence in using English. CLT approach gives low profile to teachers' roles and adds more frequent talking time to students throughout pair work and small group discussions, extended exchanges on high interest topics and the integration of the four skills; namely speaking, listening, reading and writing.

Similarly, Savignon (1972) used the term "communicative competence" to characterize the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogs or perform on discrete-point test of grammatical knowledge.

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David Nunan (1991) proposes a list of five general features of CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language, but also on the learning management process.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

The teacher's job then, is to get their students to communicate using real language by providing them with instruction, practice, and above all opportunities to produce English in activities which encourage acquisition and fluency. Therefore, teachers should design activities that involve students' cultural aspects based on their real life situations, to be used inside the classroom in order to help them develop their oral skills.

In spite of the positive influence of CLT in classroom practices to promote students' oral abilities, there are some difficulties that Tsou (2005) states. Factors such as lack of vocabulary, low level of English, lack of contact with the L2 and low

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motivation to learn the language are hard issues that most language teachers have to face to get their students to respond in language classroom-interactions.

In addition, according to Decker (2004), reports abound on the practical difficulties of implementing a communicative approach when teaching English in English-as-a-Foreign language (EFL) settings. These settings are environments in which students have little exposure to English outside the classroom. The same situation is faced by our students who do not have or do not look for chances of practicing their English knowledge in a context different from school, which interferes with the expected results of the communicative approach implementation.

Other studies such the one done by Hee (2007) shows how the oral skill is one of the crucial obstacles for EFL students' academic success. Hee (2007) conducted her study by analyzing 21 graduate students who had met the school admission requirements for international students. They were 17 female and 4 male. Their native languages were Japanese, Thai, Chinese and Korean. The majority of the students 14 out of 21 were majoring in English. The students were asked for their difficulties related to their speaking and listening skills as they orally participated in class. The researcher collected information conducting interviews in their L1. Finally, she established differences and similarities between L2 and L1 settings in the students' oral class participation.

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Hee (2007) showed in her findings that the students' low satisfaction in discussion participation due to their lack of English proficiency, which did not give them confidence to express their ideas in L2 was a main issue. Another important factor was the class discussion participation inhibition caused by the students' cultural education background, such as specific behaviors because of the students' fear to face their differences of opinions with their teachers. In addition, Hee (2007) underlined that ESL students interacted easier in class discussion in small groups. In other words, students inhibited their participation in large groups.

As a result, there is a main concern about other ways to develop and promote oral skills among English language learners. Reciprocal teaching, which is a strategy to develop reading skills through instructional conversations with students, can also be used to explore the development of oral skills in an EFL context. Vera (2004)

Reciprocal Teaching was conceptualized by Palinscar, Klent and Brown (1984) and has its roots on Vygotsky's theory about the role of social interaction in the development of cognition. According to Palinscar and Klent (1991) "reciprocal teaching is an instructional procedure in which teachers and students take turns leading discussions about shared text. The purpose of these discussions is to achieve joint understanding of the text through the flexible application of four comprehension strategies: prediction, clarification, summarization, and question generation" (p. 116). These strategies are modeled by the teacher in the context of

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instruction, and students practice the comprehension strategies in cooperative groups.

Vera (2004) proposes an adapted Reciprocal Teaching (RT) version in order to develop oral skills. He says that RT is an effective technique to increase student-talking time in the L2 classroom and improve the communicative competence. He adopted two different strategies that can work as very useful tools to improve oral fluency in EFL classes such as paraphrasing, reported speech, in addition to summarizing and question formation. The strategies are worked based on a written text, which the students read to later express orally what they have understood.

The ability of *Paraphrasing* is done by repeating information using our own words, trying to explain the original idea. Paraphrasing requires students to manage vocabulary items and structural forms with the purpose of presenting the same information in a different way.

Reported speech, involves teacher-Student, student-teacher and student – student exchange. At any moment of the class, the teacher can ask a student to report to the class what a partner or the student has just expressed.

Question formation, the teacher gives the first input, to give the students opportunities to ask and respond questions among them.



Concept checking, after structures have been modeled by the teacher, students are asked to verbalize them by using repetition, summarizing or paraphrasing to check students' comprehension.

I believe that those Reciprocal Teaching strategies may help students to improve their oral fluency in English because they give the students more opportunities for taking risks in speaking activities.

Croft (2005) explored Palinscar and Brown concept about Reciprocal Teaching by analyzing 21 ELL Cantonese speaker students at Ulloa Elementary bilingual School in 3<sup>rd</sup> grade in China. She used school district test data to implement the full version of RT method to her students through these three phases:

1. Promoting oral fluency and confidence through student-led routine language review to set the stage for reciprocal teaching.
2. Building on students' strengths and interests, she implemented modified RT in math,
3. Finally, implementing a full version of RT to teach her students to "read to learn" using self monitored study skills.

Croft (2005) looked into the way her students slumped when they reached 4<sup>th</sup> grade, because they did not have further bilingual instructional support in 3<sup>rd</sup> grade. Due to the large class sizes, students did not receive enough individualized

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teacher support. Her students' home language was Cantonese and the only opportunity they had to be exposed to English was at school.

Croft (2005) stated in her findings that in her bilingual class, using the model of RT effectively, all her students participated in the activities that required them to lead the class, including students with special needs, and even a recent immigrant who had no English at the beginning of the year. The researcher found that RT works for ELL students as evidenced by her focal students' improved reading comprehension scores. All her students increased confidence in classroom discussions, ability to ask questions both orally and written, using oral English to express their ideas, to debate, and make presentations. Croft's findings promote the effectiveness of the reciprocal teaching theory as a high-quality method to work with, to facilitate students to increase their oral English participation in classes.

Comparable conclusions were drawn from a different research carried out by Spivey and Cuthbert (2006) with a group of 80 college students, in which Spivey and Cuthbert explored the effects of a reciprocal teaching intervention, intended to enhance the reading comprehension skills of college students.

The population was 34 males and 46 females, enrolled in two sections of introductory psychology classes. The sections had approximately 85% traditional students and 15% nontraditional students. 95% were freshmen. They applied 15 Listening Training Passages, Pre-test, Practice, Post-test, and Delayed Post-test

reading, and Delayed Post-test reading comprehension test, to assess the effectiveness of the reading comprehension skills.

Spivey and Curhbert (2006) found that the intervention with this method could help those low verbal college students to improve their listening comprehension scores and increase students' low verbal ability to understand information presented orally. The college students progressed in their scores rapidly. The authors also found that feelings of responsibility may cause students to work harder in the groups. In this way, they improved their reading comprehension scores. Finally, the researchers found that the communication that took place among students in the groups by comparing and sharing their experiences was effective in low verbal ability students to reinforce this skill.

Croft (2005) Spivey and Curhbert (2006) studies, advocate how reciprocal teaching method can change students' attitudes not only children at schools but also adults to express their thoughts and participate actively in class. RT can help students to develop their academic performance.

Reciprocal teaching strategies can be integrated with the method proposed by Krashen (1995), who discusses the Sheltered English instruction, as an ideal approach to teach language to English language learners using content-based instruction. Krashen's basic claim about language teaching is that learners acquire

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a language when comprehensible input is provided. Krashen (1995), reports that English learners in sheltered subject matter classes learned as much as or more second language than the students in traditional ESL classes.

According to Echevarria and Graves (2007), “the term *sheltered* indicates that such instruction provides refuge from the linguistic demands of mainstream instruction, which is beyond the comprehension of ELLs. Sheltered instruction, called SDAIE (Specially Designed Academic Instruction in English) in some regions, provides assistance to learners in the form of visuals, modified texts and assignments, and attention to their linguistic needs.” (p. 56)

The same authors expresses the view that while sheltered instruction utilizes and compliments sound instructional methods and strategies recommended for both second language and mainstream classes, a number of features make sheltered instruction more than good teaching. Some of those unique features include adapting academic content to the language proficiency level of the students; using supplementary materials to high degree; emphasizing key vocabulary; and using speech that makes information comprehensible to students, including sufficient wait time. The use of clarification in L1 and students background experiences with the content can also be used.

In addition, according to Holly (2008), sheltered instruction is designed to provide second language learners with the same high-quality, academically challenging content that native English speakers receive. From Holly's idea, the sheltered instruction is a means of making content comprehensible for English learners and at the same time developing their English language skills. This instruction may include eye-catching material such as: puppets, familiar and colorful books, big flashcards, pictures, among others.

Other supplementary materials included in sheltered instruction such as hand-outs, pictures, photos, visuals, multimedia, realia, and demonstrations by body language help teachers give comprehensible input to their students by providing them with real practice, visual support, scaffolding and accommodating strategies to reduce language barriers which help students' comprehension.

Finally, well known stories, carefully selected for the students, could be helpful tools in English vocabulary learning as Cameron (2005) says: "young children learn many of their first language words through social interaction with adults, and the use of stories in young learner classrooms would seem to offer similar rich opportunities for learning vocabulary indirectly, or incidentally" (p.91). To support her theory, Cameron cited Elley (1989) to show his study in which 7 and 8 year old children were investigated to find out how they learnt words from stories in their first language. He found encouraging results: that useful amount of

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vocabulary were learnt, and retained over several months, and that the lowest ability children improved most. Therefore, Cameron (2005) and Elley (1989) highlight that the use of story tales lets students acquire new vocabulary which helps in their reading comprehension process in addition to the teachers' explanation.

Cameron (2005) reminds us also that "words encountered in stories are heard in linguistic and discourse contexts, so that important grammatical and collocational information is available about those words. Moreover, the plot and characters of a story are likely to form a thematic organization for many of the words, thus assisting understanding and learning."(p.91) In other words, vocabulary is learnt in a context that helps the students understand grammar and development of ideas in a more meaningful way.

## Methodology

### *Type of Study*

This project was developed as a descriptive and interpretative study, characteristics typical of qualitative research approaches. Through this type of research I wanted to describe and interpret the phenomena of lack of communication of a basic English seventh grade class at a public Colombian school. Qualitative Research is all about exploring issues, understanding phenomena and answering questions, based on feelings and beliefs. (Ereaut, 2002).

### *Researcher Role*

My role was that of an observer participant. Adler and Adler (1987) call this kind of role an “active membership role” in which researchers are involved in the setting’s central activities, assuming responsibilities. This role allowed me to combined participation and observation in such a way that I could understand the phenomena related to the implementation of reciprocal teaching and sheltered instruction as helping tools in a communicative English class.

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### *Context*

The Matecaña school is a Colombian public school, located in Pereira, that according to its mission, seeks to form competent citizens who behave following the human rights and legal rules. Accordingly, the teaching of English as a foreign language highlights students' capacity to expand their knowledge that enables them to understand, analyze and assume critical positions to propose appropriate solutions to national and international problems found in a globalized world.

### *Participants*

9 students, 6 boys and 3 girls enrolled in seventh grade of a current secondary scholar program participated in this study. All participants are native Spanish speakers and their ages range between 13 and 15 years old. The participants of the study were chosen randomly by the teacher of the course and assigned for the purpose of the study. Most of the participants had a very low English proficiency level.



### *Instructional Design*

The process of the course was developed during seven sessions of sixty minutes each.

#### *First part*

After reading some information about the strategies I wanted to implement connected with Reciprocal Teaching, I initially designed lesson plans (see appendix 3) for three weeks. They started with the warming up including memory games and TPR (Total Physical Respond) activities, and then the students were introduced to short expository texts with the purpose of implementing a specific strategy in each session. They were exposed to reading as an input for having them orally produce language using the strategies being taught (paraphrasing, reported speech, concept checking and question formation).

#### *Second part*

As I had made some erroneous assumptions about the students' English level, I could not get the results I expected from my initial plan. Therefore, I realized that I had to make some changes not only in the material selected but also in the methodology I used.

The new plan included four sessions, in which a new methodology was implemented combining the reciprocal teaching with sheltered instruction to give the students a more comprehensible input by means of mimics, gestures, puppets,

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etc, and selecting a different style of narrative text, as well as, designing a mini-book of a story for the students to work with during the classes.

With the implementation of the new methodologies and the new text style, the students were elicited to get more involved in active participation showing their reading understanding and vocabulary knowledge, not only in their oral reports, but also through the work done with the illustration of the mini-books designed for them. (see new lesson plan, appendix 4).

All the sessions were video recorded by an assistant student. Additionally, some notes about students' behavior and responses were taken by me in my field diary.

### *Data Collection Methods*

The samples of data collection techniques that I implemented in the project were field notes, video recorder and a final interview (see appendix 1).

#### *Field notes*

Some notes about relevant aspects of the process throughout the coursework were taken after each session, to help me continually monitoring my own action and be aware of my performance. The data collection was made as field notes that according to Newbury (2001) can be understood as an objective record of observations made in a particular setting.

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### *Video recordings*

Some authors think that these are a more sophisticated way of recording a class. They can be used to observe different aspects of the class i.e. pacing, interaction and so on. Their main advantage is that they can capture the total classroom context and at the same time focus on a specific aspect of it. Through video recordings I could identify different kinds of behaviors related to students' oral performance, observe characteristics of the population studied, students' motivation evidence, and the developing of strategies. Through the videos it was possible to get the information in an accurate way. This technique also helped me to validate and to verify the information collected by other means.

### *Interviews*

According to McNamara (1999), the interview is a particularly useful tool for getting the story behind the participants' experiences. Additional, Patton (1990), explains that through interviews we can find out information that the researcher cannot directly observe. In the study, the interviews allowed me as a researcher to obtain the students' perceptions towards the methodology implemented in the English course works.

### *Data Analysis*

After the interview and the sessions, I transcribed the interviews and the video recordings of the sessions. The videos were examined. Interesting topics and situations were found. Progress and difficulties were analyzed by means of a constantly monitoring in order to find the L2 students' troubles in public school settings. All the data was codified in order to have easy access to it and found the major troubles in L2 language among the students. Finally the information was categorized to come across the process.

## Findings

The findings that emerged from this study indicate that the implementation of the reciprocal teaching method, combined with sheltered instruction, have a positive effect on EFL learners' reading, vocabulary acquisition and oral skills of nine students from seventh grade in a public school in Pereira.

### *Reflecting and Revising the Instructional Design: The Journey through Understanding My Own Instruction*

Initially, the purpose of the study was to work with the RT method with 7<sup>th</sup> – grade ELLs as a way to help them improve their English oral skills. When I read the article by Vera (2004) I was excited about the idea that RT facilitated the discussions of children in class. The strategies presented in the article (e.g., paraphrasing, reported speech, summarizing and concept checking), as well as the data that the researcher collected from the students' discussions, filled me up with motivation to do the same in a 7<sup>th</sup> grade classroom. So, I went into this study with the assumption that through the discussion of text, the students will spontaneously begin to use oral English, in a way very much similar to the children's experience included in the Vera (2004) article. In other words, I thought that I could use the strategies contained in RT as a “magic pill” to teach students spoken English.

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With these ideas in mind, I designed the present study. Notice that the main research question (What does the application of Reciprocal Teaching inform us about the English oral production of Seventh grade English as Foreign Language learners?) was geared towards how the students will develop their English oral skills. In other words, the way that I phrased the main question seems to suggest that I was assuming that RT would work flawlessly and directly towards having the children produce oral English. As a result, I may not have paid much attention to the type of text that I brought to the first session. It was taken from pre-intermediate New Headway Elementary student's book course, which I used in my second semester in college. The text was titled "Differences between People and Animals". This text was about 9 sentences long (83 words) and it was written as an informative text about the differences that exist between people and animals in the world. This text was easy for me to understand. I assumed that it was going to be an appropriate text for my first class. Below is the text that I brought to the students.

### **Differences between People and Animals**

Animals have ways of exchanging information, too. Bees dance and tell other bees where to find food. Elephants make sounds that humans cannot hear. Whales sing songs. Monkeys use their faces to show anger and love. But this is nothing compared to what people can do. We have language –about 6000 languages, in fact. We can write poetry, tell jokes, make promises, explain, persuade, tell the truth, or tell lies. And we have a sense of past and future, not just present.



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*The First attempt to apply Reciprocal Teaching strategies: Lack of Students`  
Participation and Teacher`s Frustration.*

In the first session, I handed out small pieces of paper with the text. Then, I asked the students to read the text mentally. As they finished reading by themselves, I read the text aloud to the students with the intention to model the pronunciation of the words. Next, I tried to elicit in English the students` understanding in an attempt to engage them in the strategy of paraphrasing, thus applying RT in the lesson. The students did not respond to my question at all. When I asked them “what was the text about?” they giggled and said “no, teacher, díganos en Español!” At the end of the session, I wrote in my notes some statements about the class:

Journal No.1, March 18<sup>th</sup> 2009, 30 minutes. “Differences between People and Animals” text.

- The level of English of the children was not the expected one.
- Children do not have good pronunciation. (Examples of sound taken from the video recording are: find [find] – human [uman] – monkeys [monqueis] – anger [anjer] – but [but] – about [about] – future [future] – just [just] – bees [ves]
- They don`t understand even the instruction “read the text, please” and what was the text about?”

Notice that these statements reflect the weaknesses that I perceived from the students after the class. When I wrote these notes, I could not hide my frustration with the feeling that after preparing what I thought was a “good” lesson, the

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students did not respond. Only one student in the class was able to say three or four words in English about the text, the rest of the students did not participate. As it is shown in this excerpt:

Ss: the languages in people y animals is different and people in....jajajajaa

### *Shifting Views and Revising My Teaching*

After the first session, I realized that the students needed a different type of text. So I decided to change it. I designed a shorter text, full of images that helped students understand some words and the content, which could give them the opportunity to participate when being asked about using some of the word-images from the text.

As the first text, it was taken from the same pre-intermediate New Headway student's book. And it was titled "How we communicate". This text was about 5 sentences long (47 words) and it was also written as an informative text about how people use communication tools in today's world. Below is the text I designed for them:

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## How we Communicate



*The second lesson: assumptions about the students' knowledge and more frustration*

As I did in my first lesson I handed out this new text full of images and printed in colors; so the message could be seen by the students in a different and illustrative way. However, in spite of the images the students were reluctant to use them to make any production. When somebody finally showed some understanding, I asked another student to report what his/her classmate had said, but nobody understood the instructions given. Explicitly I wanted to apply RT by having the students use the reported speech strategy, assuming that they knew how to do it. Nevertheless, their only reported production was isolated words instead of

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complete ideas, which was the purpose of the activity. Again I faced a not good session scene. The following excerpt is taken from the second video session:

Tr: yes.. what is the text about?

Ss : que la communication por cellphone, fax, e-mail,

Tr : very good... how can you communicate, how can we communicate...

Ss: e-mail,

Tr: by e-mail? Yes... you have to e-mail for example Juan Pablo, so you write an e-mail and send it to Juan Pablo, so you can communicate with him right? Ok what else?

.... No? who wants to tell us what he said? What he said what?

Ss: que dijo él?

Tr: yes... what did he say?

Ss: comunicación.

Tr: about the communication right?

Ss: que hay diferentes formas de comunicarnos

Tr: we have different ways to communicate ok. Such as what? Such as... fax.

Ss: gestos

Tr: gestures....

I realized that again I was assuming that the students knew how to use reported speech sentences. Observe that a student used just the single word 'communication', to report the production made by another student 'que la communication por cellphone, fax, e-mail'. In other words, the student did not report the complete idea, and did not use the grammatical structure of the reported speech (he said that ...) to report what his /her classmate had said before.

Although the students were not able to use the reported speech structure, they showed some understanding of the message by paraphrasing in Spanish some

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segments of the information. For example: 'que hay diferentes formas de comunicacion'.

I noticed how the initial activities designed did not work in the expected way. I realized that I had made assumptions on the knowledge the students had about the use of the grammatical structure of reported speech. In addition, I did not introduce any kind of modeling for the students to follow. Thus, I expected them to produce something in which they had no preparation at all. As a result, I decided to try another way of approaching the students by means of different activities, materials and methodology.

### *Revising my assumptions and Modifying my way of teaching*

As a result of the assumptions I had made on the students' English knowledge, when I tried to apply some RT strategies, such as paraphrasing, question formation, reported speech and concept checking, I realized that the students were not prepared and thus were not able to respond to the instructions. This is evidenced in the following excerpt:

Tr: ok guys ... please who wants to read the text, read... who wants to read  
 Ss: Quien va a leer el texto?  
 Tr: Yes can your read it? Ok go ahead  
 Ss: esque me da pena  
 Tr: no read it that is it. Ok...

Tr: ok... what is the text about? what is the text about?  
 Ss: no esque yo todavia no se hablar....

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Tr: who wants to share in English.... who wants to share in English....  
 Ss: (talking .... unclear utterance)

Therefore, with the aid of my thesis advisors, I had to redesign the activities, change the type of materials and complexity of the readings being used, as well as lower the expectations I had in relation to the application of reciprocal teaching strategies.

First of all, I moved from a descriptive and expository text to a narrative text on familiar matters. I decided to introduce a well known fable called “The lion and the mouse”, and I designed a mini-book with the sequence of the story printed on one of the sides of the book. Then by means of body language, gestures, acting out, pictures, puppets, I helped the students understand the printed sentences without the need of translating them into L1. Finally, I had the students illustrate the story, step by step, by drawings and coloring the pictures corresponding to the message giving in each session.

The following excerpt illustrates some of my reflections on one of these sessions:

Journal No.4, April 22<sup>nd</sup> 2009, 30 minutes. “The Lion and the mouse” suitable mini-book.

- The blank book called Ss’ attention
- Ss understood the two first lines. They started to draw the pictures according to the verbs I mimed: sleeping and catch the mouse.
- Ss said it was beautiful “muy lindo profe”
- Ss enjoyed drawing the pictures for illustrating the fable

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In the last sample, the participants expressed their feelings after being exposed to the new strategy. In this first part I encouraged them to produce some words and even sentences in English with acceptable pronunciation and intonation. I was hoping that they could use these words at the end of the coursework.

*Recognizing L2 vocabulary and making connection with meaning aided by sheltered instruction*

As a result of the changes made to the material designed and some adjustments to the teacher's methodology by using sheltered instruction to provide a more comprehensible input for the students, they became more motivated to engage in the class activities.

All nine participants showed understanding of the words used in the story by taking advantage of the different comprehensible input means I used.

Data from video recordings and interviews showed that the students could understand and learn new vocabulary easier when I used body language, drawings, puppets and the specially designed mini-book. I noticed that the children got some ideas without having the teacher's translation into Spanish when I acted out pieces of information being used in a specific moment in the tale. They were able to follow the meaning of the story step by step. A video excerpt from one of

the classes illustrates how I explained new words in context aided by sheltered instruction:

Tr: and the lion... this is a lion (drawing on the board) ok This is the first paragraph... when a lion was sleeping, a little mouse began running up and down upon hi. Ok let me explain you: when a lion (miming)  
 Ss: un león estaba durmiendo  
 Tr: When a lion was sleeping (miming sleeping)  
 Ss: dormia  
 Tr: a little...(miming)  
 Ss: un pequeño ratón  
 Tr: a little mouse right... began running... what is running? (miming)  
 Ss: corrio muy rapido  
 Tr: running (miming)  
 Ss: corrió  
 Tr: up (miming)  
 Ss: encima... arriba...  
 Tr: up and down (miming)  
 Ss: arriba y abajo, arriba y abajo,  
 Tr: yes... this is the lion and the mouse began to running up and down (miming) running up and then down, imagine imagine a Little mouse from you to up and down, up and down.  
 Ss: de arriba abajo.

In this example I could notice how students were trying to understand one section of the tale. While the teacher wanted to explain the sentences by using sheltered instruction, the students demonstrated comprehension by reporting the ideas in Spanish. The students' oral reports gave the teacher the conviction that they had gotten the English meaning of the sentences aided by the use of sheltered instruction. I observed that the students wanted to participate, but since they did not have enough L2 vocabulary to express their understanding, they did it in Spanish. This led me to the conclusion that the L1 played an important role at the beginning of the process.

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*Students' first English utterances based on reading comprehension*

After the changes made to the materials and the methodology, the students started to participate more actively in the sessions, and showed understanding by producing parts of the content of the story in English, according to their level, although there was some production in Spanish. In other words, they showed comprehension of the sentences used, as it is shown in the following excerpt, where students tried to get ideas and produce their own sentences.

Tr: aja sit down and stand up. So is this clear? For you? Did you understand this sentence? What happens in this sentence?

Ss: Que el lion sleep ...began up and down

Tr: Began running... this is running... began running upon him.. who is him? Upon who?

Ss: el lion

Tr: Who wants to remember last class about this little book the first eh.. drawing was about what? What can you remember? What happened with the lion and the mouse in the first page?

Ss: a mouse Up and Down, up and down jajajaa

Tr: yes .. upon ... upon who? Look I have here... a puppet of a lion, and this is a mouse. So. Look when a lion was... what? Was... sleeping right?... the lion was sleeping... and a little mouse started to ...?

Ss: up and down... up and down.

Tr: up and down upon the lion. Right...? Upon the lion.. eh lets continue with the second page... ok... the lion what? The lion... look... the lion caught the mouse... look this action (miming the action) caught the mouse caught the mouse with his...?

Ss: hands... garras...

Tr: yes... with his...? Paw... remember with his

Ss: paw...

Tr: paw right? The lion caught the mouse with his ...?

Ss: paw..

Tr: paw right? And the lion told the mouse... what told him?...what?

Ss: I'll eat you

Tr: I'll eat you... do you know what is eat?

Ss: te voy a comer...

Observe how after I asked the students to report what they had understood in a specific sentence, some of them initially showed their understanding by reporting the ideas in Spanglish (Spanish-English). For example, a student said: 'Que el lion sleep ...began up and down'. However, in some cases, they were able to produce a short complete idea in English: "I'll eat you". Here the students started to use utterances from the printed version of the tale in their oral production.

In addition, the students tried to connect words that they already knew in order to participate in the activity. For example, one student used the known word hands to refer to the "paws" of the lion. In that moment, I realized that they were eager to participate actively in class even using their previous acquired vocabulary compared with the new learned words, and this gave me the conviction that they were able to use the new words in a specific context.

*Elicitation as an essential technique to support students' understanding and English word production.*

I clearly saw how the majority of participants showed understanding by involving themselves in the illustration of the tale and with the help of the teacher's elicitation. Although the students initially made their production in Spanish, they finally were able to do it in English.

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Notice that in the following excerpt, I made a big effort to get students' answers throughout elicitation in L2. At the beginning, this process was a little difficult because they attempted to report the information by translating every sentence into Spanish in order to show that they had understood the whole paragraph.

Tr: how can a little mouse like you...help me  
 Ss: Que como un ratón tan pequeño lo iba a ayudar  
 Tr: exactly  
 Ss: un chiquito ratón  
 Tr: and the lion said ok go  
 Ss: entonces le dijo que como un pequeñito ratón lo iba a ayudar a el.  
 Tr: look how can a mouse help me? Vamos a empezar a usar esas oraciones no en español si no en inglés. The lion laugh, you know now what is laugh right well, well, how can a mouse help me ... but the lion let the little mouse go right?  
 Ss: en la otra dice que después de los días....  
 Tr: what happened there?  
 Ss: que...  
 Tr: but in English... say ... you already know what is the lion laugh,  
 Ss: el león se rio....  
 Tr: laugh, laugh, who wants to repeat the information in English? But repeat when the lion laugh  
 Ss: [jow]  
 Tr: look this Word is [jau] how can a mouse help me, how can a mouse help me, how can a mouse help me  
 Ss: como me vas a ayudar  
 Tr: how can a mouse help me?.. ok go to the drawing

However, after some sessions, most of the students were ready to express some new learned concepts in English in front of the rest of the group although, some of them used reading as a support for their oral production, as it is shown in the following excerpt.

T-S6-L420 Ss: A little mouse began running  
 Up and down, up and down,  
 Tr: aja then what happened  
 Ss: ahhh ... the lion caught a mouse is a paw

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Tr: ajja y que le dijo?  
 Ss: I will eat me. A little mouse don't eat me  
 Tr: excellent aja..  
 Ss: (remembering)  
 Tr: and then what happened. The lion said don't eat me, Ss: if you let me go, if you mai help some day  
 Tr: some day you will need my help,  
 Ss: if you let me go... I'll [jiv you mi jelp] some day  
 Tr: después de eso que pasó?  
 Ss: the lion laugh  
 Tr: how can a little mouse...

Throughout the sessions, the students got most of the new vocabulary, which helped them to feel more confident to express their ideas in English even though they still had some problems of accuracy. However, they were able to produce understandable messages.

The next excerpt illustrates how results improved at the end of the process when I used elicitation as a strategy to have students use English.

Tr: (students say some sentences and Tr write them on the board) The lion caught the mouse. What else? What happened next?  
 Ss: il eat you  
 Tr: ahhh that the lion said I'll eat you  
 Tr: number three the lion said I'll eat you  
 Ss: el leon dice...  
 Tr: What happened next? What happened with the mouse ... the lion said: "I'll eat you" and the mouse...? What happened with the mouse?  
 Ss: mouse is cry  
 Tr: yes... the mouse cried and said ... what he said?  
 Ss : ehhhh  
 Tr : don't... ?  
 Ss : don't eat me!  
 Tr : exactly "don't eat me", "don't eat me"! And number five what happened with the lion?... the lion laughed right? And let the mouse?  
 Ss: go  
 Ss: left

Here the students did a very good job by remembering the story and making connections between the actions and the drawings in the mini-book. Notice how they attempted to use some grammatically correct utterances in English.

*The Reciprocal teaching method (my way) and sheltered instruction: developing students' English reading and speaking skills.*

The strategies of the reciprocal teaching method exposed in Vera (2004) (paraphrasing, reported speech, summarizing and concept checking), and that I had as a basis to work with the students because I thought they could be applicable to my group of study, needed to be changed and adapted to my own context. Therefore, I applied the Reciprocal Teaching, my way, as I called it before, including elicitation, summarizing and Spanglish reports (combination of Spanish and English) combined with sheltered instruction.

The data gathered from the interview sessions related to the usefulness of my new methodology indicated that the students enjoyed the coursework and that the different activities developed during the classes helped them to gain confidence in themselves:

Ss: The lion [coug] the mouse

Tr: (students say some sentences and Tr write them on the board) The lion caught the mouse. What else? What happened next?

Ss: il eat you

Tr: ahhh that the lion said I'll eat you

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Tr: number three the lion said I'll eat you  
 Ss: el leon dice...  
 Tr: What happened next? The lion laugh ahh no the lion said I'll eat you and then what happened with the mouse the lion said I'll eat you and the mouse... what happened with the mouse  
 Ss: mouse is cry  
 Tr: yes... the mouse cried and said ... what he said?  
 Ss: ehhhh  
 Tr: don't...  
 Ss : don't eat me  
 Tr : exactly don't eat me, don't eat me. And number five what happened with the ... the lion laughed right? And let the mouse?  
 Ss: go  
 Ss: left

### *Students' Perspectives about the new methodology*

The overwhelming majority of the participants indicated that the coursework prepared them to understand new L2 words which gave them more confidence to participate in their English classes.

I-St2-Q4 T: 4. Piensas que el método utilizado por el profesor fue útil para ti? En qué aspectos?  
 I-St2-Q4: eh hh porque porque ud. Por ejemplo con esos libritos que ud, nos hizo era mas fácil uno aprender y y... leer porque había palabras que uno conocía.  
 I-St4-Q4: en los titeritos en las explicaciones las señas...  
 I-St4-Q6: ahh pues... entendí mucho mas el inglés y las explicaciones de la profesora en clase han sido como más más fácil.  
 I-St5-Q2: T: 2. Qué opinas de las actividades desarrolladas en la clase?  
 S: eh son buenas  
 T: Por qué?  
 S: porque nos ponen a desarrollar el pensamiento  
 I-St7-Q2: que fueron buenas porque uno conoce pues nuevas palabras y nuevas fases entonces entonces...  
 I-St9-Q4: si porque nos explicó en inglés pero nos hacía señas y entendíamos  
 'si porque por ejemplo cuando nos digan que hablemos en inglés y que tratemos de entender o bueno a decir algo en inglés entonces uno ya ya sabe uno y participa mas'.

In the previous excerpt one of the students evidenced that his learning process improved by the implementation of the different strategies developed throughout the coursework “con esos libritos que ud, nos hizo era mas fácil uno aprender y y... leer porque había palabras que uno conocía”. Other students recognized the usefulness of the sheltered instruction given as a way of improving their comprehension abilities “entendí mucho mas el inglés y las explicaciones de la profesora en clase han sido como más más fácil.”; “en los titeritos en las explicaciones las señas...”; “si porque nos explico en inglés pero nos hacía señas y entendíamos”. Something that I want to highlight is the point in which one of the students expresses the idea that the process helped him to develop his critical thinking “porque nos ponen a desarrollar el pensamiento”. Finally, a student realized that his self-confidence to get involved in active participation during the classes increased “cuando nos digan que hablemos en inglés y que tratemos de de entender o bueno a decir algo en inglés entonces uno ya ya sabe uno y participa mas”.

## Discussion

In the current study, findings indicate that the students' low communicative competence faced by some teachers in EFL classrooms could be overcome by using the strategies of the reciprocal teaching method combined with sheltered instruction. Results specify that throughout these new strategies students improve their reading comprehension and therefore their vocabulary acquisition.

### *Use of Reciprocal Teaching Method Strategies*

The initial research on Reciprocal Teaching conducted by Palinscar and Brown (1984), exposed their students to the RT four strategies, to develop reading comprehension skills: prediction, clarification, summarization, and question generation. However, this study wanted to apply the reciprocal teaching method, adapted by Vera (2004) who illustrates RT as an effective technique to increase student talking time in the EFL classroom and improve the communicative competence throughout its strategies of paraphrasing, reported speech, question formation and concept checking.

Although not all the strategies proposed by Vera (2004) worked out with this specific population, I could have good results in the students' vocabulary learning, reading comprehension and oral production, with the application of an adapted

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version of the RT method called “my way”, in which paraphrasing, concept checking and translation were involved combined with sheltered instruction.

This study agrees with Palincsar`s report (1984) which describes the purpose of reciprocal teaching as a tool to facilitate a group effort between the teacher and students, as well as among students, in the task of bringing meaning to the text because I could evidence a better involvement of the students in the different class activities.

*Reciprocal Teaching as a Method to Develop Communicative Language Teaching  
(CLT)*

In relation to my study, results point out the potential of the Reciprocal Teaching method “my way” for developing students' oral and written understanding in English Foreign Language classes and for helping them to interact successfully among themselves and with their English teacher as Communicative Language Teaching claims. Decker (2004) states the need of implementing CLT so that students gain facility and confidence in using English.

The results of this study show that through the RT method the level of teacher talking time in classes can decrease and the role of students can increment by means of extending exchanges on high interest topics and integration of different skills. Comparable conclusions were drawn from a different research

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carried out by Croft (2005). Her findings promote the effectiveness of the reciprocal teaching theory as a high-quality method to work with, to facilitate students to increase their oral English participation in classes. Along the same line, my data suggests that the Reciprocal Teaching method “my way” gives students possibilities to practice communicative abilities to express their understanding and interact in English environments because when learners are being taught in a vibrant and stimulating way, living real situations with comprehensible input, they get the language in an easier way.

*The Relationship among Sheltered Instruction, Vocabulary Learning and text understanding*

Holly's (2008) hypothesis about the use of sheltered instructions, a variety of techniques to facilitate students' learning, suggests that the idea of learning while doing and observing can be a helpful way to learn vocabulary and therefore improve English comprehension. Then, from an instructional perspective, this study shows that by using sheltered instruction, I can make content clearly understandable by the students and subsequently used in their oral production.

According to Holly (2008), some disciplines use teaching practices that form part of the repertoire of sheltered instruction. In many science classes for example,

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students work in pairs or small groups on interesting, motivating tasks that require students to engage in learning by doing-dissecting frogs, growing plants, and sorting potato chips-to understand anatomy, biology, and classification systems. Similarly, in my English setting, I could evidence the usefulness of learning by doing by having my students work in the design of drawings after analyzing and understanding English written input given in individual mini-books aided by sheltered instruction.

Therefore, students' examples from this study of learning vocabulary and reading understanding improvement by means of comprehensible input, puppets, drawings, designed material, confirms sheltered instruction theory introduced by Krashen (1995) and analyzed by Hansen (2008).

Furthermore, as it was shown in the findings, at the beginning of the process the students tended to report their understanding of English texts in Spanish since they did not feel confident with their English oral production yet. This can be supported by Echevarria & Graves (2007) idea about using the L1 as one of the strategies in sheltered instruction to give clarification.

### *Learning Vocabulary throughout Story Tales*

Results in the study indicate that students are visibly capable of learning L2 vocabulary throughout interaction in classroom activities based on familiar tales.

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This behavior is similar to the one evidenced by Cameron's (2005) study, which states that young children learn many of their first language words through social interaction with adults, and the use of stories in young learner classrooms would seem to offer similar rich opportunities for learning vocabulary indirectly.

This research shows that working on L2 familiar story tales helps students to learn new English vocabulary because of the previous knowledge they had in their L1 version of the tale. This pattern is confirmed by a study carried out by Elley (1989) where young children showed learning of words from stories in their first language being the lowest ability children the ones who improved most. It is important then to highlight the role that the L1 has on low English level students on their participation to report understanding at the beginning of this study.

### *What I learned from the process*

According to a set of observations made in a public school in Pereira as part of practicum activities of the Licenciatura program, and to my own experience as a primary and high school student in public schools, English teachers usually give oral input to their students in Spanish and use the simple translation method as a unique way of giving their English classes and making them understand by their students. As a result, students are not exposed to the English language in their

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regular English classes, which causes their level of English not to be developed in a suitable way.

However, having into account the new policies of Ministerio de Educación Nacional (MEN) related to the implementation of the teaching of English in schools starting in elementary courses gave me the evidence for erroneously assuming that the situation had changed and that as a result the students' English proficiency level could have been improved.

Throughout my findings I could realize that the MEN's policies had not shown any impact yet in this group of study, which I could evidence while I was trying to implement new methodologies and to get positive responses from the students. This study allowed me to revise my way of teaching, the kinds of materials and strategies to be used according to the students' real situation, from which I had an enriching learning experience in my role as a teacher. I feel that all this process was and will continue being of great help for my professional development.

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### Instructional and Research Implications

After carrying out this study, I can say that the Reciprocal teaching “my way” method, offers a powerful strategy for improving not only reading comprehension skill but also oral fluency in EFL students.

I learned that making good needs analyses before starting a teaching process is a must in order to select materials and methodologies suitable for the students’ levels. Good teachers should use interesting and comprehensible input to help students in their process of reading comprehension and oral ability to communicate in English classrooms, throughout the Reciprocal Teaching strategies and sheltered instruction.

My experience with the implementation of the RT method suggests that EFL teachers urgently need to recognize the value of providing explicit instruction to their students, and use innovative methodologies such as the RT method and the sheltered instructions to help students in their way of learning a new language. For these reasons I deem English teachers should implement this kind of methods in their own contexts.

Based on this study’s findings, I propose the following questions for further research: what is the impact that sheltered instruction have on students’ vocabulary learning? How can reading comprehension skills be affected by the application of Reciprocal teaching method in pre-service English Teachers and

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what is the influence of their academic performance? What is the native language role in comprehension reports given by low English proficient students?

### Limitations of the Study

There are important limitations that need to be addressed concerning the present study. One of them is related to the assumptions I made about the participants' level of English. When I started the study I assumed that all the participants had some knowledge of the English language, at least an A1 level according to the Common European Framework, that gave me a basis for applying the strategies of the reciprocal teaching method in the same way as Vera in his study (2004) did. Another limitation was the initial methodology and materials used in order to have the students involved in more active class participation, which were not the appropriate ones. Therefore, I had to redesign the materials I wanted to use, adapt the content of the text to the students' level and use another methodology according to the students' needs. As a result I had to apply a revised version of the RT and lower my expectations in relation with the students' type of responses.

Other limitations of this study include some problems associated with the school support. First, this study was conducted in different settings, for example, classrooms, offices, even on the playground. We did not have an assigned room for this activity. A permanent classroom might have yielded better options of interaction and comfort. Second, since not all the students from the course were

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involved in my sessions, the participants had time constraint such as their English class overlapping with this coursework. Consequently, they missed some of their regular school English classes. Finally, the short period authorized by the school for this study may have limited the students' opportunities to obtain greater improvement in their English learning process.

## Conclusion

The most important conclusion that I can draw from this study is that through the implementation of a revised version of Reciprocal Teaching complemented with Sheltered instruction as teaching strategies in an EFL class can have a positive effect on the students' English learning. This effect is reflected mainly in vocabulary acquisition, reading comprehension and oral production improvement, as well as in the increase of students' motivation and participation, evidenced in the comparative analysis of the class video recordings, the reflections in the researcher's diary and the final students' interviews.

It can be concluded that using the methodology suggested in this study the teacher talking time could decrease and the student talking time could increase fulfilling the requirements of the communicative language teaching CLT of promoting learner-centered environments and using communicative methodologies in the learning process.

Doubtlessly, the use of carefully designed hands-on materials according to the students' interests and English level, and the inclusion of multiple sources of comprehensible input activated the students' previous knowledge and elicited their engagement in more meaningful communication sessions. Familiar tales allowed

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the participants to integrate the L1 known content with the English learning of specific topics. As a consequence, they approached the English listening and reading understanding by using their cognitive resources to overcome their initial inability of L2 production.

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## Appendixes

### Appendix 1

#### Interview

Luis Carlos González School

7th graders

1. Qué tipos de actividades te gusta desarrollar en la clase de inglés?  
Resumir un texto en forma oral? Por qué?  
Hablar de lo que entendiste del texto? Por qué?
2. Qué opinas de las actividades desarrolladas en la clase?  
Por que? De un ejemplo
3. Cómo te sentiste recontando y entendiendo el contenido del cuento en inglés?
4. Piensas que el método utilizado por el profesor fue útil para ti? En qué aspectos?
5. ¿Sientes que tu nivel de inglés incrementó en cuanto a conocimiento de palabras desconocidas? ¿Crees que esto te puede contribuir a participar más activamente en clase de inglés?
6. De qué te sirvió asistir a las sesiones de inglés?

## Appendix 2

### Relevant parts of the Journals

#### *Journal No.1*

The level of English of the children was not the expected one. In 7<sup>th</sup> grade Ss from the school did not have any grammar structure; additionally they do not have any pronunciation. (Students' grammar and pronunciation were very rudimentary).

Ss do not understand even the instruction "read the text please" neither "what the text is about?" they said: "No teacher díganos en Español" They usually are exposed to Spanish translation from their English teacher. "No es que la profe nos dice en inglés y luego en español".

Ss said "No teacher eso es muy difícil yo no sé como decirlo, mejor en Español" So, I had to talk some things in Spanish.

#### *Journal No. 3.*

I felt frustrated. The lessons did not have any progress and the population was not interesting on it.

*Lina Marcela Cardona A.*

*Journal No.4*

The blank mini-book called Ss' attention, Ss said: "muy lindo profe" They started to enjoy drawing the pictures for illustrating the fable.

This day I did not have classroom to work in, the time was not enough to do the session. By means of the puppets and the mimic Ss started to understand the sentences and then they started to draw the pictures according to the verbs sleeping, and catch the mouse. It was a big challenge for them.

*Journal No. 5*

Ss started to remember the last sessions in which they draw the first two pictures some of them wanted to say that in English but they decided to talk in Spanish again and express their ideas based on their drawings.

After the review I started to read and explain the new vocabulary and they started to draw again.

*Journal No. 6*

Some of the grammatical structures were not understood by them ( i.e. the lion tried to get up of but he couldn't / the mouse began to bite the ropes) but the context of the book, the mimic and the materials used let them know what the text was about.

Finally, Ss got most of the information and they did a very good job.

*Lina Marcela Cardona A.*



*Journal No. 7*

Today we did not have a classroom again. So I decided to work at the school yard, because the teacher told me that it was enough time, and that maybe her Ss were wasting a lot of time with me.

Ss finished the mini-book and they started to use some of the words they have learned.

*Lina Marcela Cardona A.*

## Appendix 3

## First Lesson plan

**TEACHER:** Lina Marcela Cardona Agudelo

**DATE:** March 19<sup>th</sup> 2009

**COURSE:** 7 graders

**NUMBER OF STUDENTS:** 9 from Luis Carlos Gonzalez School.

**LESSON:** Reading for paraphrasing and main idea

**“Differences between People and Animals” Reading**

<b>LESSON AIMS:</b> At the end of the class, Ss will be able to paraphrase parts of the text and to extract the main idea of it.			
<b>WARM UP: (5 min). I like.</b> Tr. will start saying what she likes to eat, “I like bananas” then S no 1 adds an item. His/her partner must repeat this and add an item. Each S repeats all of this and adds another item. Who forgets first? How long is the list?			
TIMING	PROCEDURE	INTERACTI ON PATTERN	TEACHING AIDS
10 min	Tr. will show students some principal and important words from the text contextualizing the Ss.	Tr	board
10 min	Tr. will read the text and Ss should follow it mentally.	Tr - Ss	reading text
10 min	Tr. will ask Ss. to read it again and individually and ask for misunderstanding.	Tr- Ss	
	Tr. will ask Ss to talk about something that have called their attention.		
10 min	Tr will ask Ss to say the main idea from the text.		
5 min	Tr will ask for volunteers that want to paraphrase it and interact with his/her classmates.	Ss-Ss	
10 min			

*Lina Marcela Cardona A.*

## Appendix 4

## New Lesson plan

**TEACHER:** Lina Marcela Cardona Agudelo**DATE:** April 2<sup>nd</sup> 2009**COURSE:** 7 graders**NUMBER OF STUDENTS:** 9 from Luis Carlos Gonzalez School.

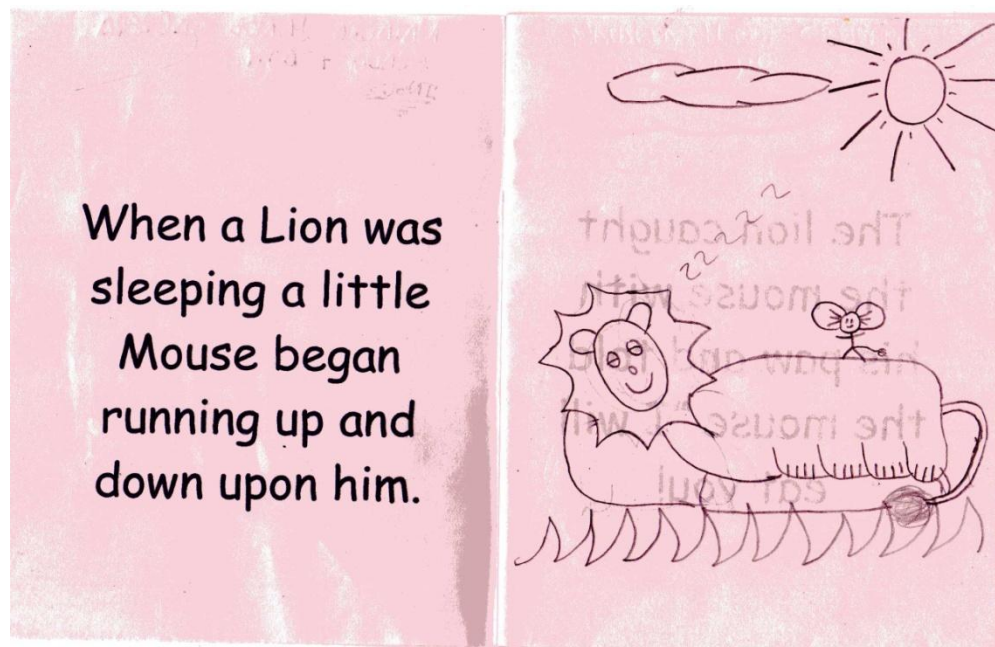
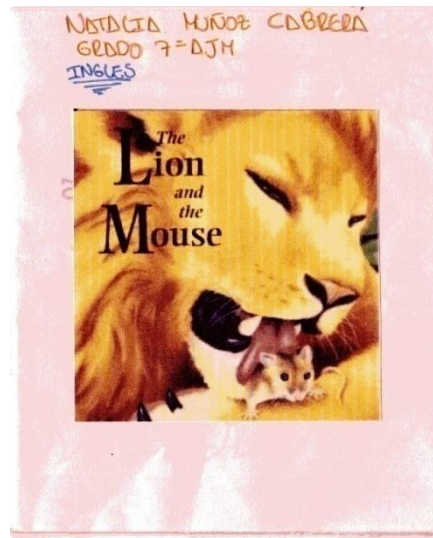
**LESSON: Reading comprehension from “the lion and the mouse” tale**  
**Designing a suitable mini-book**

<b>LESSON AIMS:</b> At the end of the class, Ss will understand the two first parts of the tale “the lion and the mouse” and will illustrate the main idea in the blank part of the mini-book. Ss will also be able to repeat with their own words some understanding based on the drawings.			
<b>WARM UP: (5 min). Back and forth.</b> Ss will be in a two lines. Tr will explain what back and forth means. When Tr moves her arm forth the students should go back and vice versa. The S that does not do the action in the correct way, is going to his/her sit, the last participant will get a candy.			
TIMING	PROCEDURE	INTERACTI ON PATTERN	TEACHING AIDS
5 min	Tr. will explain to the Ss what is going to happen this day. Tr will show to the students the mini book and will hand it out, tr will ask the Ss to look inside and to give any idea about the mini-book.	Tr	Board, mini book.
10 min	Tr will contextualize the Ss, showing a poster of the Lion and the mouse and will ask for previous knowledge about the tale. Tr will also show a puppet of a lion and one of a mouse).	Tr - Ss	
10 min	Tr will start to show principal and important words from the text showing meaning by means of the use of the puppets, mimic and body language. Then the Tr will read the first sentence. Making the actions at the same time the Ss follow the story and read it mentally.	Tr- Ss	Poster, puppets, mini-book
10 min	Tr. will ask Ss to talk about something that have called their attention and for understanding.	Tr –Ss	
15 min	Finally Tr will ask to the Ss to draw and color the main idea of the text.	Ss-Ss	Pencil, colours, mini-book
5 min	Tr will ask for volunteers that want to say some ideas or words based on their drawings.		

Lina Marcela Cardona A.

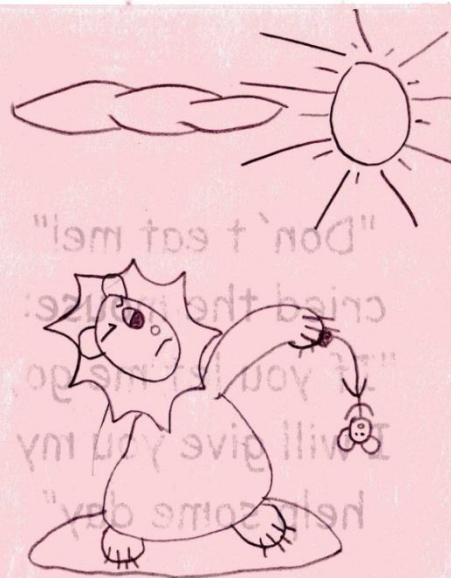
## Appendix 5

### Mini-book



Lina Marcela Cardona A.

The lion caught  
the mouse with  
his paw and told  
the mouse "I will  
eat you!"



"Don't eat me!"  
cried the mouse:  
"If you let me go,  
I will give you my  
help some day"





The Lion laughed...  
Well...well...  
How can a mouse  
help me?  
But he let the  
little mouse go.



Some days after  
the Lion fell into  
a trap, the lion  
tried to get up of  
but he couldn't.

